THE RELATIONSHIP OF TEACHERS' PERCEPTION TOWARDS LEADERSHIP CAPACITY AND ORGANIZATIONAL CULTURE IN THE MARIANISTS SCHOOLS, INDIA

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Abstract: The main purpose of this research study was to determine the relationship between teachers' perceptions towards leadership capacity and organizational culture in the Marianists schools, India. The study was conducted to survey all the teachers from the selected 7 schools manage by the Marianists in India during the academic year 2016-2017. In this study, the research instrument for Part II investigated the teachers' perception on leadership capacity was adapted from Pierce (2007) based on Lambert (2003) Leadership Capacity School Survey (LCSS) and questionnaire Part III measured the teachers' perception for organizational culture adopted from Gruenert and Valentine's (1998) School Culture Survey (SCS). The collected data from the survey re analyzed by Descriptive Statistics, Frequency and Percentage, Mean and Standard Deviation and Pearson Product Moment Correlation Coefficient.

The study results showed that there was significant relationship between teachers' perceptions towards leadership capacity and organizational culture. In order for the school improvement and sustenance, teachers and administrators from 7 Marianists schools in India are recommended to find out ways to create more opportunities for the teachers for sharing ideas, having frequent discussion, help each other in making lesion plans and collaboration in preparing school vision and mission to improve leadership capacity and organizational culture in their schools. Teachers should also pay attention on students' achievement by giving more attention to each student.

Keywords: Teachers, Perceptions, Leadership Capacity, Organizational Culture, Marianists Schools.

Introduction

The world in 21st century is seeing a rapid technology, economic, and social change, the educational institutes, schools, and students are facing more challenges compared to their predecessors. It is important for the school system to be par with demand of the time and focus on with the improvement and development of teachers' knowledge and skills and their classroom performance for students learning and school

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sustenance. In a successful educational system, teachers are the pillars that help students to grow, and become the backbone to lead the nation forward.

In order to improve the quality of the school, Harris & Lambert (2003) pointed out that if schools want to be developed or sustained, all teacher should be a leader and involve in the of school to develop a strong capacity for working at that school or else the function of the school would lose its goals and objects if only depending on one leader (the principal) or only on few teachers in school. Many scholars affirm that the effective school leadership is an important condition for a successful school. Lambert (1998) defined leadership as the school's overall capacity for broad based, skillful participation in the creation and fulfillment of a vision focused on student learning. The leadership is about learning together, constructing meaning and knowledge collectively and collaboratively (Lambert, 1998). Hence, sharing leadership responsibilities distribute the increased demands on the school principal, and build trust and collaborative teamwork. The focus on student learning becomes a shared commitment by teachers and principal.

The teacher's leadership capacity is one of the important aspects and a bond which makes people work together in effective ways, to motivate, inspire, change, influence, encourage and lead the followers. Being able to lead people in more profound ways requires various leadership competencies. Leadership is a crucial role which contributes immensely to the growth and wellbeing of any organization. The researcher argues that teachers in the organization are the role model and because of them organizations become more successful. Therefore, the principals' ability to boost the teachers' motivation in the teaching and learning process and to distribute leadership to teachers sets the climate for collaborative learning and increased student performance. Teachers view themselves as more responsible for their classroom and the school in which they work (Lambert, 2003).

The organizational culture is the other important aspects which immensely influence the students learning. The organizational culture is socially learned and transmitted by its members through a system of shared orientations that hold the unit together and give it a distinctive identity including norms, values, and cultural artifacts that are shared by members of the school (both students and staff), which influence them while they are at school (Davis, 2014). Fink and Resnick (2001) stated that principals, teachers and school community were responsible for maintaining and establishing a culture of teaching and learning within their schools. In order to maximize effectiveness for the school culture, the leaders have to understand the all different components which contribute to school culture and to have an appreciation in congruent with the mission, beliefs, and vision of the organization. Leaders have to appreciate and maintaining an organization's culture and strong unified behavior, values and beliefs that have been developed down the line as strong organizational culture. This would in return ensure consistent behavior between members of the organization, reducing conflicts and creating a healthy working environment for employees (Tsai, 2011).

The healthy culture within an organization is a very important factor to create a healthy working environment and the happiness for its employees. The principal and the other governing management body needs to pay more attention in communicating and promoting the organizational ethos to employees, their acknowledgement and

acceptance of it which greatly influence their work behavior and attitudes. When the interaction between the leadership and employees is good, there is a greater contribution to team communication and collaboration and will also be encouraged to accomplish the mission and objectives assigned by the organization, thereby enhancing the leadership capacity. In the researcher's view the leadership capacity and Organizational cultures are significantly (positively) correlated. Administrators usually adjust their leadership behavior to accomplish the mission of the organization, and this could influence the employees' motivation (Tsai, 2011).

Research Objectives:
There were three objectives:
1. To identify teachers' perception towards leadership capacity in the Marianists schools, India.
2. To determine the teachers' perception towards organizational culture in the Marianists schools, India.
3. To determine the relationship between teachers' perception towards leadership capacity and organizational culture in the Mrianists schools, India.

Literature Review
Leadership is about learning together and constructing meaning and knowledge collectively and collaboratively which includes opportunities to mediate perceptions, values, beliefs, and information, through continuing conversations; to create and share ideas together and make action plans to build new group understandings. The principals cannot single-handedly transform schools but the leadership of teachers is an important domain of investigation of school success. The principals' ability to motivate teaching and learning and distribute leadership to teachers promotes the climate for collaborative learning and increased student performance (Lambert, 2003). Teachers view themselves as responsible for their classroom and the school in which they work (Lambert, 1998). When principals cultivate leadership capacity within their buildings, promote collaboration, and build relational trust, a climate of shared responsibility for student learning and high achievement becomes the culture (Lambert, 2003).

Sugrue (2009) insisted on some valuable notion of teacher leader and distributed-leadership which emphasizes participative or distributed-leadership. It is to understand whereby ordinary people doing extraordinary work are recognized for their contributions as with school leadership more attractive to teachers towards leadership as empowerment, transformation and community building, away from the great man theory (Harris 2003).

The concept of capacity-building drives school improvement and professional-learning-communities, and student achievement. Studies of effective leadership reveal that authority of leadership role is dispersed within the school. Leadership is understood as purposeful learning in community settings (Lambert 2006) and involves providing opportunities for people to work in collaboration.

The school improvement is directly connected to teachers who are active in constructing meaning and collaborating in mutual enquiry and learning. School is a place for continuous learning and advancement of knowledge where teachers and students learning are given equally valuable (Harris & Lambert, 2003). A school

needs to build its own leadership-capacity by sustained school-improvement that requires internal responsibility for reform and a planning for self-renewal. Leadership-capacity means broad-based, skillful participation in the work of leadership (Lambert 1998) and a way of understanding sustainable school improvement (Mansour, 2011).

Leadership-capacity is an institutional perspective that addresses learning for school-improvement on multiple levels - individuals and groups, adults and students, schools and districts, and its promises of sustainable results (Lambert, 2003). Effective leadership for school-improvement works on building the capacity and creating the conditions to build and sustain improvement over time. The sustained school-improvement is possible where leaders build the capacity for change and development, where they invest in teachers and improving teaching skills and where they empower others to lead and take more responsibilities. Improving schools are learning communities that foster a culture of teaching and learning (Mansour, 2011).

In the competitive world, continuous improvement of the organizational effectiveness requires an understanding of the organization culture. According to researchers, high performance of organizations' leadership style, productivity, and adaptation to change, process improvement, and capability enhancement in knowledge, skills, abilities, and competencies are increasing in all areas. It is important that employees use their knowledge and skills to adapt to organizational expectations, procedures and expected level of performance. The effectiveness depended upon the ability of an organization, and its managers, to create the right balance among these critical attributes, as required by the organization's objectives and goals (Olughor, 2014).

Every organization has its own unique way of doing things that influences virtually every aspect of working life. The organizational culture refers to the underlying values, beliefs and principles that provides as a pillar for an organization's management system, and the set of management practices and behaviors that both exemplify and reinforce those basic principles. All the employees believe that the organizational strategies for progress and survival that have successfully worked well in the past and will be supportive in the future as well. Some aspects of organizational culture, such as individual behavior and group norms, hard work, dress code, customers care and services are visible and easy to observe but some are difficult. The organization's cultures are closely linked to the organization's strategy and management practices, and have great impact on the employees (Heathfield, 2016).

Conceptual Framework
Figure1 is the conceptual framework of this study based on the theories that presented above.

(See Figure 1 on the next page)

Research Instrument
The purpose of this study was to identify the relationship of teachers' perception towards leadership capacity and organizational culture in the Marianists schools, India, in the academic year of 2016-17.
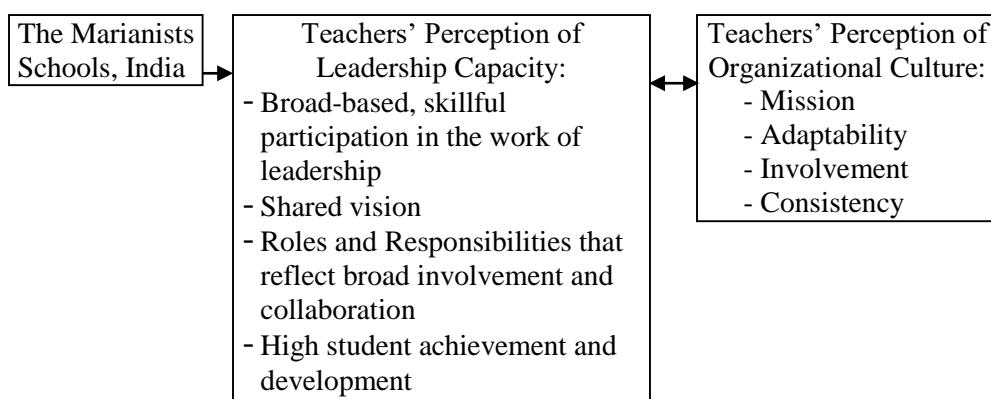
| The Marianists Schools, India | → | Teachers' Perception of Leadership Capacity:
- Broad-based, skillful participation in the work of leadership
- Shared vision
- Roles and Responsibilities that reflect broad involvement and collaboration
- High student achievement and development | ↔ | Teachers' Perception of Organizational Culture:
- Mission
- Adaptability
- Involvement
- Consistency |

Figure 1: Conceptual Framework of This Study

This research was designed as a quantitative and relationship study, which adapted the questionnaires by Molly Pierce (2007) Leadership Capacity School Survey, which was developed by Lambert's (2003) Leadership Capacity School Survey Questionnaire to investigate the teachers' perception on leadership capacity, and School Culture Survey questionnaires developed by Gruenert & Valentine (1988) was adapted to investigate the teachers perception on organization culture as the major research instrument for data collection. The questionnaires were divided into three parts: Part (I) general inquiry on teachers' demographic profile including their age, education background, work experience, and training experiences; Part (II) Teachers' perception of leadership capacity; and Part (III) Teachers' perception on organizational culture in the Marianist schools, India. The researcher used descriptive statistics and correlation method in this study.

Population
The main target population of this research study was all the full-time teachers from 7 Marianists schools in India. There were all 93 teachers, who participated in this research study in the academic year 2016-17.

Findings
The findings of this study based on three main objectives.

Research Objective One

Table 1: The Summary of Means and Standard Deviations of Teachers' Perceptions Towards Leadership Capacity (N=90)

Item	Mean	S.D.	Interpretation
Broad-based, skillful participation in the work of leadership.	4.16	.51	High

Table 1: The Summary of Means and Standard Deviations of Teachers' Perceptions Towards Leadership Capacity (N=90)

Item	Mean	S.D.	Interpretation
Shared vision results in program coherence.	4.24	.51	High
Roles and actions reflect broad involvement, collaboration, and collective responsibility.	3.85	.66	High
High or steadily improving student achievement and development.	4.24	.51	High
Total	4.12	.45	High

Table 1 demonstrates the summary of the total of means and standard deviations scores of teachers' perceptions towards leadership capacity at the selected Marianists schools, India. The total mean score was 4.12 in the range of 3.51- 4.50 were interpreted high according to our data interpretation criteria. The result finding indicates that teachers' perceptions were high towards leadership capacity. It is noted that in the area of shared vision results in program coherence and high or steadily improving student achievement and development got the highest mean score (4.24) whereas, roles and actions reflect broad involvement, collaboration, and collective responsibility got the lowest mean score of (3.85). The item that received the highest mean responses indicated that teachers believed that shared vision results in program coherence and teach and access were important for the students' achievement and development. In contract, the lowest mean indicated that teachers perceive as less important about roles and actions reflect broad involvement, collaboration, and collective responsibility results to leadership capacity.

Research Objective Two

Table 2: The Summary of The Total Mean and Standard Deviations Score of Teachers' Perceptions towards Organizational Culture (N=90)

Item	Mean	S.D.	Interpretation
Mission	4.32	.46	High
Adaptability	4.02	.49	High
Involvement	3.94	.51	High
Consistency	3.82	.69	High
Total	4.02	.45	High

Table 2 indicates the summary of the total mean scores of teachers' perceptions towards organizational culture (4.02), in the range of 3.51- 4.50 it was interpreted high according to the data interpretation criteria. The overall result indicates that teachers' perceptions were high towards organizational culture. It is noted that the component of mission gained the highest mean score (4.32) whereas the component of consistency achieved the lowest (3.82). The item that received the highest mean

responses indicated that teachers believed that mission is important for the organizational culture. In contract, the lowest mean score indicates teachers' do not perceive consistency as an important factor towards organizational culture.

Research Objective Three

Table 3: Pearson Correlation between the Level of Teachers' Perceptions Towards Leadership Capacity and Organizational Culture (N=90)

		Organizational Culture	Conclusion
Teachers' perceptions towards leadership capacity	Pearson Correlation Sig. (2-tailed)	.836** 0.010	There is a significant relationship

** Correlation is significant at the 0.01 level (2- tailed).

The research finding of the hypothesis in table 3 showed the relationship between teachers' perception towards leadership capacity and organizational culture in the Mrianists schools, India. As the result of this finding the significance value was 0.01 which is smaller than .05. Thus, it was concluded that there is a significant relationship between teachers' perception towards leadership capacity and organizational culture in the Marianists schools, India. Therefore, the researcher accepts the research hypothesis and rejected the null hypothesis for this study. Since r value was .836** it concluded that there was a very strong positive relationship between teachers' perception towards leadership capacity and organizational culture in the Mrianists schools, India.

Discussion

1. *What Is the Teachers' Perception Towards Leadership Capacity in the Marianists Schools in India?*

According to this research study findings, the total mean scores of teachers' perception towards leadership capacity in the Marianists schools, India was 4.12, which interpreted as high. This indicated that the level of teachers' perception towards leadership capacity in all 7 Marianists schools were relatively good. Moreover, Fullan (2005) asserted that leadership capacity means constantly developing leadership for the future as insurance for continuous refinement and improvement.

Regarding all four dimensions of the result findings, at first, the researcher had presumed and mentioned in the statement of the problem that teachers' perceptions in the leadership capacity dimensions in the selected schools were low. However, the research findings showed that teachers had high perceptions in the findings of establishing Broad-based, skillful participation in the work of leadership, Shared vision results in program coherence, Roles and actions reflect broad involvement, collaboration, and collective responsibility, and High or steadily improving student achievement and development. One of possible reasons could be that when the

teachers answered the survey questions, they might not have thought from the view point of the leadership but they normally focused on students' achievement and communication with the parents regarding students' academic progresses.

The other reasons could be that teachers usually collaborated within the group, develop school vision, perform outside of traditional roles, and develop new ways to work together, plan for sharing responsibilities and in the implementation of decisions and agreements. However, establishing representative governance groups and share authority and resources needed to be improved. It was noted that teachers from the Marianists were doing well in the process of good leadership capacity in their schools. Moreover, teachers further needed to find ways to improve their leadership capacity especially in the area of their collaboration and collective responsibilities in the school.

The previous researcher, D 'Ambrosio (2005), conducted a study on *Leadership Capacity: Teachers and Principals Perceptions of Lambert (2003) Six Essential Elements*, the result findings showed that all principal respondents perceived higher than the teacher respondents for all the elements except Element 6, student achievement. The teachers perceived the highest mean score on student achievement dimension. The questionnaires for this element addressed modeling leadership skills and expressing leadership by attending to the learning of the school community. Principals perceived the work of leadership as a function that was established in their schools and rated the questions about leadership high. The results were that principals perceive these behaviors toward broad-based skillful participation in the work of leadership to be making good progress in their schools.

Previous researcher Mar (2014) conducted a thesis study on *the relationship of teachers' perception towards leadership capacity with their demographic factors at Mon National Middle Schools, in Ye Township, Mon State, Myanmar* found out that teachers from all selected schools perceived on teachers' leadership capacities with total average mean scores of (2.92). That meant the teachers perceived good enough according to the interpretation standards which was in the range of 2.51-3.50. In general, teachers from Mon National High school perceived good enough leadership capacities though most of them were with less working experience between 1-3 years.

Pierce (2007) studied *Determination of the reliability and construct validity of the leadership capacity school survey.* This study results showed that middle school teachers perceived lesser leadership capacities than elementary school teachers. Then, high school teachers perceived higher leadership capacities than the middle school teachers. In fact, elementary schools' teachers had the highest perceptions on leadership capacities.

In a nut shell, leadership capacity advocates continuous engagement by principals and teachers in the work of the school, the teaching and learning process. The work of leadership should encompass broad participation at the building level. The skillfulness of the principal in developing and nurturing teacher leaders empowers teachers to engage in professional conversation and embrace the vision of the school.

2. What Is the Teachers' Perception Towards Organizational Culture in the Marianists Schools, India?

According to this research study findings, the total mean scores of teachers' perception towards Organizational culture in the Marianists schools, India was 4.02, which was interpreted as high. This indicated that the level of teachers' perception towards organizational culture in all 7 Marianists schools were high. For this, some reasons could be that teachers understand the mission of the school, the faculty values school improvement, teachers are encouraged to share ideas, and teachers work together to develop and evaluate programs and projects. However, teachers needed to improve in some areas such as; teachers need to utilize professional networks to obtain information and resources for classroom instruction and take time to observe each other teaching in class to improve their teaching skills.

Vacco (2012) studied, Organizational Culture under the Sanctuary Model: A descriptive study. This study showed that the involvement and mission variables scored slighter higher than the adaptability and consistency variables. Based on these outcomes, the organization in review had employees with a higher perception of commitment and meaning to work and a slightly lower perception of how they are to function in their environment and how to adapt to their changing environment.

Moe, Ye, and Boonpram (2016) conducted a study on the relationship between teachers' perception towards organizational culture and occupational stress at No.2 Basic Education high school, in Insein Township, Myanmar. The study result found out that level of teachers' perception towards organizational culture was moderate and needed to be improved in the school, and the level of teachers' perception towards occupational stress was low that indicated teachers had sense of control over the circumstances and situation in their school.

The organizations need periodical evaluation and re-designed structure and strategies to achieve major changes for the future sustenance. If the organization realizes that it has some dysfunctional culture, should immediately make appropriate changes. This would assure employees future and result into positive hard work.

3. Is There Any Significant Relationship Between Teachers' Perception Towards Leadership Capacity and Organizational Culture in The Marianists Schools, India?

In this study, the researcher used Pearson product moment correlation coefficient to determine the relationship between teachers' perception towards leadership capacity and organizational culture in the Mrianists schools, India. From the result of the research showed that there is a significant relationship between teachers' perception towards leadership capacity and organizational culture in the Marianists schools in India because the significance value was 0.01 which is smaller than .05. Therefore, the researcher accepts the research hypothesis and rejected the null hypothesis for this study. Since r value was .836** it concluded that there was a very strong positive relationship between teachers' perception towards leadership capacity and organizational culture in the selected schools in India. The study also found that the teachers from the selected schools had high perceptions on leadership capacity and organization culture. The possible reason could be that leadership and organizational culture are two sides of the same coin, in that leaders first create cultures when they

create groups and organizations. The core values of an organization begin with its leadership.

However, some scholars argue that there is no consensus about which comes first but organizational culture impacts the leadership capacity and vice versa and embodies all the values in building, controlling and enhancing organizational performance. It is imperative that school leaders work diligently to create a healthy school culture (Nachar, 2015).

The previous researcher D 'Ambrosio (2005) in a study on *Leadership Capacity: Principal and Teacher Perceptions of Lambert's Essential Elements* found out that the agreement between the perceptions of principals and teachers on the six critical elements of leadership capacity in their buildings was in the infancy stage. The researcher described that the school needed to have a staff developer visit the school and assess the best way to begin the process of addressing strengths and weaknesses. The principal and staff might also arrange to visit other schools to observe their practices in engaging others in the work of leadership and collective responsibility. Teachers and principal should then, collegially, develop and formulate a staff development plan that is tailored to their own levels and needs.

Moe, Ye, and Boonpram (2016) conducted a study on *the relationship between teachers' perception towards organizational culture and occupational stress at No.2 Basic Education high school, in Insein Township, Myanmar*. This study found out that there were significant relationships between teachers' perception towards organizational culture and occupational stress at the selected schools, though the teachers' perceptions were moderate in organizational culture. The researcher suggested that teachers needed to find out the ways to work more closely than even before and to develop to have high productivity and good performance to achieve organizational goals. Moreover, teachers should be provided with the information and motivation to improve working conditions and to reduce individual stress at their workplace. The institution or management should also check that supervision, support and relationship with the teachers is properly taken care of and enhanced more strongly.

To sum up, leadership plays a crucial role in the creation and management of the organizational culture alive. When there is a strong leadership capacity, values and beliefs have been developed, a strong organizational culture emerges. This would in return ensure consistent leadership capacity in schools that can reduce conflicts and creating a healthy working environment. Leadership and organizational culture are widely believed to be linked in the process of change in achieving sustainable competitiveness of the schools or organizations.

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